



Leadership Academy 23-24

August 11, 2023

Creating a Roadmap for Continuous School & District Improvement



The Leadership Planning Team

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First, we began by defining what success would look like

Overarching Goal:

Leadership Academy will empower and support leaders in their efforts to improve academic and social-emotional outcomes for all Lowell Public School students, ensuring acceleration of these outcomes for Hispanic students

Objectives in service of this goal:

1. School leaders will be able to articulate key areas of focus for the district, will internalize expectations for the school year, and will stay abreast of developments that impact their school communities
2. School leaders will be able to identify components of culturally responsive teaching and provide actionable feedback to teachers and staff to improve their practice
 - a. Rigorous and relevant tasks
 - b. Student engagement
 - c. Sense of belonging
3. School leaders will be able to easily access central office team members for support, coaching, thought partnership, and/or technical assistance as needed



Then we studied suggestions from principals gathered earlier this spring (1/2)

Content

Equity and engagement

1. Instructional practices for English learners and special education students
2. Closing performance gaps, particularly for Latino students (examining data)
3. CLSP as a lever to address disparities in student achievement
4. Assessment/feedback/grading for equity
5. Increasing student engagement and student voice

Curriculum, instruction, and observation

1. Norming on evaluation and feedback practices/using TeachPoint
2. Additional curriculum PD with Coordinators (Science of Reading, Illustrative Math, Open Sci Ed, etc.)

Then we studied suggestions from principals gathered earlier this spring (2/2)

Content, continued

Building leadership toolkit

1. Leadership development topics, including leading through change
2. Professional Learning Communities (PLCs) by choice topic and/or to visit one another's schools

Vision and vertical alignment

1. Portrait of a Graduate (PoG) rubric creation tied to content/curriculum maps; aligning K-8 and high school work through PoG

Summer Leadership DAY 1	
August 15, 2023 8:00AM –3:00PM	
Coburn Hall Room 255 / UML South Campus	
Sign in	
8:00-8:30	Welcome/Connector/Commitments
8:30-9:25	State of the District
9:30-10:40	Instructional Findings & Trends from 2022-2023
10:40-10:50	Tech Break
10:50-11:50	Portrait of a Graduate
11:50-12:00	Staff Picture (Coburn Steps)
12:00-1:00	Lunch
1:00-1:30	Legal Updates
	Mandatory Staff Trainings
1:30-2:00	School Reopening
	PLC Intro
2:30-3:00	Finance & HR Updates
3:00	Wrap Up

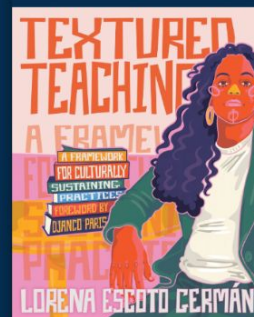
Summer Leadership DAY 2	
August 16, 2023 8:00AM –3:00PM	
Coburn Hall Room 255 / UML South Campus	
Sign in	
8:00-8:30	Welcome/Connector/Commitments
8:30-10:00	Guest Speaker Lorena Escoto German
10:15-10:40	Reflecting on the Speaker
10:50-11:20	1. Early Literacy Screening K-4
	2. Illustrative Math 6-8
	3. High School Planning Session
11:30-12:00	iReady K-12
12:00-1:00	Lunch
1:00-1:30	Inquiry Best Practices K-12
1:40-2:10	1. OpSciEd Implementation 6-8
	2. Eureka Squared K-5
	3. High School Planning Session
2:20-2:50	Coaching K-12
2:50-3:00	Wrap Up

Summer Leadership DAY 3	
August 17, 2022 8:00AM –2:00PM	
Saab ETIC Atrium / UML North Campus	
Sign in	
8:00-8:15	Welcome/Connector/Commitments
8:15-9:15	Sense of Belonging and Culturally-Responsive Look-Fors
9:20-10:20	The New MA IEP
10:20-10:30	Tech Break
10:30-11:00	District Prioritization Plan
11:00-11:30	PLC Set-Up & Assignments
11:30-12:15	Lunch
12:15-1:00	PLC Meeting Time & Text Exploration
1:00-2:00	Closing Speaker: Maria Aybar of Latinx Community Center for Empowerment/Lowell High Graduate
2:00	Wrap Up



LORENA GERMÁN

Educational Author
Anti-racist & Antibias Educator
Travels from: Tampa, FL



Lorena is an immigrant from Dominican Republic and raised in the U.S. She attended public schooling from first grade through high school. She earned her Bachelor's Degree in English Communication from Emmanuel College and her Master of Arts in English from Middlebury College's Bread Loaf School of English. She is an advocate for the practice of a culturally sustaining pedagogical approach in education.

Lorena has been in the field of education, working in various settings, since 2001. Her extensive experience in myriad of settings ranging from extracurricular youth work to community spaces to the traditional classroom equips her to offer sound advice on strong teaching practices. Specifically, her classroom experience has been as an ELA teacher from grades 6th through 12th.

Lorena has held educational leadership positions at the department level, school-wide level, and in the larger district level from designing curriculum to strategizing for improvement. She is the Chair of the National Council of English Teacher's Committee Against Racism and Bias in the Teaching of English and she's a co-founder of #DisruptTexts. She's also Director of Pedagogy at EduColor.

Keynote Speaker:

Maria Aybar

Latinx Community
Center for
Empowerment



When Maria Aybar helped found the Latinx Community Center for Empowerment (LCCE), her goal was to serve the Latinx community in her hometown of Lowell, Mass. Through LCCE, Maria and a team of six help promote the socio-economic development and civic life of the Latinx community. LCCE partners with a variety of non-profits in the city, including Lowell Votes, a coalition of Lowell-based organizations that improve voting access and foster civic engagement in the Latinx community.

Aybar spent her early years in the Dominican Republic before moving to Lowell, where she navigated high school and college as an undocumented student. Having missed the eligibility cutoff for DACA by a hair's breadth, she knew first-hand how critical it is to design social policies that benefit the maximum number of people. Although Aybar is no longer undocumented, that experience inspired her to devote her professional career to improving the lives of other Latinx immigrants – especially undocumented women.

Aybar also works part-time as a Success Scholars coach at Middlesex Community College (MCC), which she previously attended. At MCC she provides mentorship and support to BIPOC and LGBTQ+ students. Most of her work focuses on shedding light to undocumented student resources, designing support systems targeting their needs, and providing guidance to staff and faculty working with them. Maria is a 2023 Because of Her Award winner for her work at the Latinx Community Center for Empowerment and advocacy for better educational support for immigrant and undocumented students and their families attending Lowell High School and Middlesex Community College.

School QIP Goals by Focus Area

SEL/Sense of Belonging

BRIDGE

Butler

Career Academy

Wang

CLSP

Equity/Cultural Competency

Leblanc

Bailey

LHS

Pawtucketville

Laura Lee

Curriculum Bias

Lincoln

Morey

Representation

Pyne Arts

Adie Day

Reilly

STEM

Family Engagement

McAuliffe

McAvinnue

Bartlett

Moody

Greenhalge

Academic Rigor

Bartlett

Butler

Laura Lee

Student Engagement

UDL/9 & 11

Butler

Stoklosa

Accountable Talk

Pawtucketville

STEM

Student Agency

Daley

Morey

Murkland

Attendance

BRIDGE

McAvinnue

Wang

MTSS-Academic

Bailey

Greenhalge

Leblanc

LHS

Lincoln

McAvinnue

Shaughnessy

SoR/Data

Adie Day

Cardinal

MTSS- Positive Behavior

Reilly

Stoklosa

Supporting SWD & MLLs

LHS

McAuliffe

Pyne Arts

Robinson

Supporting MLLs

Moody

Murkland

LHS

2023-2024 Leadership Academy Dates

August 15, 16, 17	January 16, 17
September 19, 20	February 13, 14
October 17, 18	March 19, 20
November 14, 15	May 14, 15
December 12, 13	June (TBD)

Leadership Location: University of Massachusetts Lowell



Ongoing components of monthly Leadership Academy

School leader work time

Built into the day are two 30-minute blocks to engage in follow-up items related to sessions; examples include sharing the information with other members of your team or preparing materials to share back in your building

Professional Learning Communities (PLCs)

Principals and assistant principals would join a small group of fellow school leaders who share an interest in exploring a specific topic or common challenge (ex. Leadership best practices, equitable grading, vertical alignment)

- Groups would meet for one hour monthly in the afternoon of Leadership Academy
- They would keep the same membership for the duration of the school year
- Groups would be largely self governed, with an experienced school leader serving as facilitator, with central office serving as a support with resources and perspective
- Groups can select a book for the district to purchase as a primary text for the school year
- Members can also engage in problem solving together using a consultancy protocol
- PLC groups will conduct collegial school visits throughout the year



Equity, Excellence, Empowerment.

Model for School PLC Visits

Time	Description
8:30 - 9:00	School leader sets context for school
9:00 - 10:15	Visiting team observes classrooms with pre-determined tools/lenses
10:15 - 11:15	Engage in protocol to debrief observations
11:15 - 12:00	Lunch
12:00 - 12:30	Travel back to home campuses OR to a central location
12:30 - 2:00	Collective debrief of learning (virtual or in person)



Model of Leadership Academy structure throughout the year

Time	Description
8:30 - 9:15	Connection, norms, agenda, announcements
9:15 - 10:30	Session 1
10:30 - 11:00	Leader work time
11:00 - 11:45	Lunch
11:45 - 1:00	Session 2
1:00 - 1:30	Leader work time
1:30 - 2:30	Professional Learning Communities (PLCs described on next slide)
2:30 - 3:00	Final announcements and synthesis of learning

Preliminary session topics and sequencing during the school year (1/2)

Month	Session 1	Session 2
September	Culturally responsive look-fors	Inclusive practices for special populations; MTSS (Part 1)
October	Curriculum specific sessions	Observation and feedback; unpacking indicators 9 and 11
November	SCHOOL VISITS	
December	Curriculum specific sessions	Portrait of a Graduate



Preliminary session topics and sequencing during the school year (2/2)

Month	Session 1	Session 2
January	Inclusive practices for special populations; MTSS (Part 2)	Building community and a sense of belonging
February	Multilingual learner strategies	Inquiry-based lesson look-fors
March	SCHOOL VISITS	
May	TBD	School leader PLC share-out



All work is centered around the Prioritization Plan that focuses on Student Engagement and improving academic and social-emotional outcomes for all students, ensuring acceleration of these outcomes for our Hispanic/Latinx students.

